





**Grade 4 Math: Weeks 7-12 October 1- November 9
2012-2013**

Standards	*	Lessons	Teacher Notes
Standards with Red Keys are priority standards.			
 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 X 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Learning Targets: I can interpret a multiplication equation as a comparison of the factors to the product. I can represent verbal statements of multiplicative comparisons with equations.	★	To address the KCAS Standards, the following should be included in instruction: Math Investigations: Unit 1 <ul style="list-style-type: none">1.1-1.51.6A2.2- 2.53.1-3.4 GAP LESSONS <u>4.OA.1</u> <u>(1) Multiplication as Comparison</u>	KCAS Note: 4.OA.1 & 4.OA.2 When working with word problems, teachers should add a follow-up question in order to meet this standard. Use language like..."John has twice as many," or "Shannon bought four times that amount."
 A.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Learning Target: I can solve word problems involving multiplicative comparisons with a symbol for the unknown using multiplication and division.	★	 	

*Standard Progression

 <p>4.NBT.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Learning Targets: I can multiply a number with up to 2 digits by 1 digit number using strategies based on place value and properties of operation. I can illustrate and explain calculations using equations, rectangular arrays, and/or area models.</p>	★		
 <p>4.NBT.6 – Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Learning Targets: I can find the whole number quotient of a division problem with up to two-digit dividends and one-digit divisors using strategies based on place value, properties of operations, and/or the relationship between multiplication and division. I can illustrate and explain division calculations using equations, rectangular arrays, and/or area models.</p>	★	<p>Vocabulary: Multiplication equation, comparison, interpret, multiply, divide, word problems, unknown number, multiplicative comparison, multi-step, whole numbers, remainders, equations, unknown quantity, mental computation, estimation strategies, factor pairs, multiple, prime, composite, standard algorithm, fluently, whole number, digits, rectangular arrays, area models</p> <p>http://www.amathsdictionaryforkids.com/</p>	

*Standard Progression